

PYP planner

Planning the inquiry

Class/grade: **First**  Age group: **6-7**

School:  **Westwood Elementary** School code: **7444**

Title:  **Celebrate the Good Times**

Teacher(s):  **Blaty, Nuhfer, Waldren**

Date: **November/December**

Proposed duration: number of hours: **120 hrs.** over number of weeks: **6**

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme**

**Where We Are In Place and Time**

* **central idea**

**Celebrations result from culture and may change over time.**

**Summative assessment task(s):**

**What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?**

Summative assessments are evidence of attainment or indicators of success. A summative assessment is an opportunity for students to creatively demonstrate their conceptual understanding of the central idea. Students choose the format of their summative assessment which is neither dictated nor limited by the teacher.

* Poster
* Make a book
* Present a puppet show
* Self Selected (student choice)

**Actions / Evidence:**

* To make the connection that different communities can have their own celebrations for different reasons and that they may/may not be like another community.
* Appreciate that people are different (open-minded)
* Identify the different celebrations and holidays and be able to compare/contrast them.
* Recognize the symbols and traditions that represent different holidays.

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**Causation, connection, change**

What lines of inquiry will define the scope of the inquiry into the central idea?

* **Reasons people celebrate**
* **The similarities and differences between celebrations**
* **How celebrations may change over time**

What teacher questions/provocations will drive these inquiries?

1. **Why do we celebrate holidays/special days? (Causation)**
2. **What are the similarities and differences between holidays? (Connection)**
3. **How have some celebrations changed over time? (Change)**

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**4. How best might we learn?**

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

* Research different world holidays
* Locate regions and communities on maps and globes
* Create graphic organizers to compare and contrast communities and celebrations
* Create and explore symbols of specific holidays
* Engage in the 1st grade holiday/celebrations program

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

* Students will develop research skills through investigating holidays from different cultures.
* Students will develop communication skills when presenting their summative assessment.
* Students will develop communication skills and practice being a risk-taker when getting up in front of an audience during the holiday/celebrations program.

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

**What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**

* KWL
* Students will be asked to draw a celebration that was created or resulted from their community
* Class room discussion

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

* Students are able to identify the reasons people celebrate
* Students demonstrate an understanding of the similarities and differences between celebrations
* Students will be able to identify some of the celebrations that have changed over time.

**5. What resources need to be gathered?**

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

All specialists have activities that have been integrated into this planner. Scripts, music, and parts need to be looked over for the holiday program during the frontloading stages of this planner. All books, posters, and resources are in our planner tubs or in the planner tubs in the library.

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

Teacher's classroom environment will be decorated with decorations and symbols of different holidays.

Teachers will prepare bulletin boards for student work to be displayed.

Literature on celebrations and holidays will be displayed throughout the classroom.

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Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

**Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

This year, during frontloading, we stressed the main concepts of the unit by rotating the students through each 1st grade room. This was very successful in sparking student interest, checking for background knowledge, and introducing important vocabulary and concepts. Because of this, we felt like the students questions were deeper and at a higher-level. We definitely want to continue this practice next year. We worked to make our celebrations program focused and connected to the central idea. The collaboration that we had with 2nd language, music, and art also helped with our program. Students were able to experience the Spanish culture by practicing and performing songs in Spanish and about Hispanic holidays. Students created works of art depicting cherry blossom festivals around the world which were displayed during the program. Student questions led to an inquiry into many global celebrations, but we need to remember to pull in US holidays so they understand and make more connections. We used the program as an assessment and found that it was difficult to keep individualized records on students. We would like to refine this assessment process by possibly having each student reflect on the program and comparing that to the student-created rubric.

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**

We could improve by having students include a writing piece with some of their assessments.

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

Students began to gain an awareness that celebrations/holidays connected people (local and global) in some way. This was really shown in our celebrations program where different cultures were featured but similarities were also evident.

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to:

In each case, explain your selection.

**develop an understanding of the concepts identified in “What do we want to learn?”**

* Reading literature and watching Discovery Ed. videos helped students see similarities and differences between celebrations around the world because it shows the students firsthand the ways and reasons why people celebrate.
* Students made symbols and participated in activities of each holiday/celebration which helped make necessary connections.
* Students looked at celebrations and compared how they have changed overtime.

**demonstrate the learning and application of particular transdisciplinary skills?**

* **Research Skills** - Going to the library and looking for materials that would help us research various celebrations was vital in helping them understand that in order to research a topic you need books, magazines, and visuals to help you

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* **Communication** **Skills**- Sharing their knowledge of different cultural celebrations with the class enhanced their communication skills.
* **Self Management Skills** - Planning and carrying out their activities effectively and knowing/applying essential agreements.

**develop particular attributes of the learner profile and/or attitudes?**

* The students became more open-minded as they gained more knowledge about other cultures' celebrations, values, and beliefs.
* This unit sparked student curiosity as they learned to appreciate other cultures.

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Reflecting on the inquiry

**9. Teacher notes**

1. The IB parent information session after the program went good. We need to invite the parents back to individual rooms to see what we are doing in the classroom and to look and discuss summative assessments.
2. Make sure to have parents sign in on their way to the holiday program.
3. We ordered several celebration books to go with this planner.
4. Bring in more multi-cultural guests to talk about celebrations.

**8. What student-initiated inquiries arose from the learning?**

**Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**

* Do people use different foods for their celebrations?
* Does everyone around the world celebrate Christmas?
* Why do people wear costumes for celebrations?
* What is a harvest celebration?
* What do we celebrate in our class (holiday parties in the room)?
* How come some people don’t celebrate?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What student-initiated actions arose from the learning?**

**Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**

* During the How We Express Ourselves unit, students in one class remarked that an African artist being studied would have celebrated the Yam Festival because he was from Africa (where the Yam Festival is celebrated).
* During the How We Express Ourselves unit, a student in Mrs. Kinne's class produced a summative assessment on the Succoth because she felt that she knew a lot about it because of knowledge gained from the unit.
* Students have made references to some of the celebrations studied in other settings throughout the rest of the school year

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